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ABSTRACT

A program to develop volunteer literacy programs in Cochise County (Arizona) is reported. The Department of Education grant, administered by the county library system, primarily provided for volunteer coordinator salaries and purchase of computer software for job skills centers. Coordinators were hired for six towns. The report outlines the program's broad goals and five specific objectives, the ways in which those goals and objectives were to be met, the process of program evaluation, and evaluation results. Program objectives included: (1) recruitment of paid part-time volunteer coordinators; (2) support of local literacy councils in tutor training, development of publicity packets, coordinator supervision and training, liaison between boards and coordinators, developing a student evaluation process in cooperation with a local college, and purchase of materials; (3) local library involvement in making reading materials available, serving as a contact point, and publicizing the program; (4) library system provision of literacy materials, including books and tapes; and (5) providing computer-assisted literacy training at a local private industry council skills center. The last objective was not met due to an administrative change. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Cochise County Library District

DRAWER AK
BISBEE, ARIZONA 85603

ED337053

FINAL GRANT REPORT

U.S. DEPARTMENT OF EDUCATION FOR LIBRARY LITERACY PROGRAMS

LSCA TITLE VI - CFDA NO. 84.167

COCHISE COUNTY LIBRARY

DRAWER AK

BISBEE, AZ 85603

GRANT NUMBER R-167A80097

AMOUNT OF GRANT: $23,260

AMOUNT SPENT: $23,110.61

PREPARED BY COLLEEN CROWLIE
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FINAL REPORT ON LITERACY GRANT

The Cochise County Library District wrote and administered the Volunteers for Literacy Grant with the goal of developing volunteer literacy programs in six towns throughout our 6,256 square mile county.

The majority of the funding requested was for literacy coordinators salaries. The coordinators were hired to develop volunteer literacy programs in their communities. The original grant request was for five coordinators to work in Douglas, Bisbee, Benson, Willcox, and the Sulphur Springs Valley. We had not included Sierra Vista, the largest town in the county, because they had several literacy programs already in place. But during the year between writing the grant and receiving the grant money a volunteer coordinator built a successful volunteer program. We asked to include a sixth paid literacy coordinator in Sierra Vista when the grant started because the volunteer coordinator Rocky Graciano became a Vista Volunteer with the Arizona Literacy and we needed a coordinator for the Sierra Vista program. Rocky Graciano was the trainer for the Laubach literacy tutor trainings done throughout the county.

Another change that occurred between the writing of the grant and

the receipt of the money was that Cochise Private Industry Council changed directors and they were no longer interested in our purchasing literacy software for the computers at their job skills centers that could be used by their clients and our students. See Attachment A. Due to this change by Private Industry Council we were unable to meet Objective #5 of the grant: to provide computer assisted literacy training in Douglas and Bisbee.

When we received the grant money we got permission to use the money originally budgeted for software ($1,500) to help pay the salary of the 6th coordinator. So there was $14,385 in salary and fringe benefits for literacy coordinators instead of $12,885.

GOALS AND OBJECTIVES

Goal: COCHISE COUNTY LIBRARY DISTRICT WILL TAKE A LEADERSHIP ROLE IN DEVELOPING, IMPLEMENTING, AND COORDINATING AN ADULT LITERACY PROGRAM IN COCHISE COUNTY.

The following is a point-by-point evaluation of the grant objectives.

Objective 1: Cochise County Library District will recruit and hire paid part-time coordinators in five (changed to six) communities who will assist the literacy board with:

b) Recruit students and tutors.
Six coordinators were hired by January 1988. 93 tutors were trained during the grant and 130 students were recruited .

c) Link students and tutors.
The coordinators in each of the communities were responsible for seeing that this job was done. Sometimes they did it themselves and sometimes a member of the board did. It was one of the most time-consuming and frustrating parts of the project. The following excerpt from a report by Natalie Boyce, the Bisbee Literacy Coordinator, gives a good description of the problems of linking students and tutors.

"The problems for us were not getting students but in retaining them. The high attrition rate discouraged (and in some cases embittered) tutors. We began with 70% of the trained tutors actively tutoring. They were enthusiastic and worked hard to prepare classes. The experience that they had with students

failing to attend classes without a courtesy of excuse resulted in our assigning and reassigning students. Some tutors had as many as 4 students, each of whom in turn joined the drop-out category. When we could follow up the students and find out their reasons for leaving the program, the answers ranged from changes in their jobs, car problems, domestic problems, and problems that result from people being caught up in the "culture of poverty."

Despite the problems of the student/tutor linkage, the coordinators in all the communities except Willcox were able to continually assign and reassign tutors and students. Four of the local literacy councils are still actively recruiting and linking students and tutors. They are Sierra Vista, Benson, Bisbee, and Douglas. In the Sulphur Springs Valley ESL literacy classes are now being taught by Cochise College and the Opportunity USA videotapes are being shown at the Catholic Church by the literacy council. The literacy council was unable to meet the demand for tutors so they worked with the college to develop classes in their area. In Willcox they also were unable to find enough volunteers so they have purchased self-tutoring materials which are available at the library.

d) Determining level of literacy training needed by student.

At the June 15, 1989 meeting of literacy coordinators we had a presentation by Gwynn Becker on Student Skills Assessment procedures. Several testing procedures were given to the coordinators. The coordinators were given guidelines for determining which testing procedures to use.

e) Coordinators will assist literacy board with record keeping.

The coordinators did quarterly reports that included:

1. Current list of students/tutors;
2. Current status of council/board;
3. Report on tutor workshop activities;
4. Report on publicity;
5. Contacts with other agencies;
6. Number of volunteers and volunteer hours.

f) Publicizing projects and locating space for tutoring.

All the coordinators had articles in the newspaper about their projects. Over 20 news items were printed. There was also publicity done on the radio and with flyers. The councils put up a booth at the Cochise County Fair to promote the literacy project and sign up students and tutors. Publicity efforts also included talking to clubs and organizations. These talks generally were well received and several organizations donated

money to aid the literacy programs.

Tutoring space was found in all the communities. These spaces were provided by the libraries, churches and schools. All the coordinators found their local communities were happy to aid the literacy program.

Objective 2: Cochise County Library District will support the literacy councils in:

a) Giving tutor training workshops.

There were ten tutor training workshops given during the grant period as follows:

Community	Month/Year	No. Trained
Benson	Nov 88	4
Bisbee	Apr 89	9
Douglas	Jun 89	10
Sierra Vista	Jan 89	12
" "	Feb 89	9
" "	Mar 89	15
" "	Oct 89	11
Sulphur Springs Valley	Nov 88	7
" " "	Aug 89	7
Willcox	Apr 89	9

TOTAL TUTORS TRAINED: 93

b) Developing publicity packets for each of the literacy boards.

The boards were given Laubach publicity materials and flyers.

c) Supervising and training the coordinators for local boards.

Each of the coordinators received training from the Public Services Librarian Colleen Crowlie and Literacy Vista Volunteer

Rocky Graciano when they began the job. The training included overall descriptions of tutor training, goal setting with their boards, tutor and student placement, and an outline of the job objectives. There were four quarterly meetings with the coordinators during the grant period. During those meetings training was done on the following topics: PALS (Principals of Alphabet Literacy), a IBM computer literacy program, Opportunity USA videotapes, an ESL and American History and Government program developed by the Los Angeles mayor's office, Laubach training videotapes, student skills assessment, selecting literacy materials, publicity tips, development of annual work plans and long range plans for literacy organizations, tutor training, computer software for program management, managing students at higher levels, curriculum for tutors who work with more than one student, Amnesty requirements.

d) Working with boards and coordinators on developing goals and strategies to reach those in need of literacy training and with volunteers who have been instructed to teach.

This resulted in a different strategy in each of the communities.

Benson: The volunteers in Benson worked with students at the Cochise College PALS lab and also provided one-on-one Laubach tutoring. This was one of the nicest surprises of the project. The ladies in Benson are in their 60's and 70's and I never would

have expected them to have the most technological literacy program in the county, but they did. Cochise College has moved the PALS lab to Willcox but the Benson Literacy Council is now working with the High School to get a permanent PALS lab. They are big believers in computer-assisted literacy.

Bisbee: The coordinator in Bisbee, after several false starts with one on one tutoring, developed a program at the Naco Library for teaching ESL and American history and government in a classroom setting. The students and teachers preferred a classroom setting. Their students are mainly Hispanic.

Huachuca Area Alliance: The Huachuca Area Alliance for Literacy (in Sierra Vista) did a traditional Laubach literacy tutoring with one on one tutoring. The program was very successful in reaching out to the Asian population in Sierra Vista. In fact, it was so successful that they began getting more student referrals than they had tutors for, so they have begun small group tutoring sessions.

Douglas: Douglas is on the Mexican border so they chose to do a Laubach ESOL program concentrating on one on one tutoring with Hispanic students. The council also applied for and received Amnesty Certification and has developed a tutoring curriculum for Amnesty students. There is a unit of the Arizona State Prison

complex in Douglas and one of the tutors developed a tutoring program at the prison. On November 15, 1989 seven students completed the program and 10 more students began a second session on November 20, 1989. The program uses the Opportunity USA videotapes and Laubach materials.

Willcox: The Willcox literacy program started out trying to run a traditional Laubach tutoring program but they were unable to find enough tutors to keep that type of program running. The first coordinator quit and a second coordinator was hired, however the problems with developing a traditional tutoring program continued. After analyzing the situation the literacy council decided that since there were already two other literacy programs in the community - Cochise College ESL class and an Amnesty class, they would concentrate on providing support materials for these programs. They purchased literacy materials that could be used by the students themselves. The materials were mainly videotapes like Opportunity USA, GED training, signwords, etc. The coordinator did presentations to the literacy classes in Willcox to promote the materials and they have been used by both the teachers and students. The Willcox council was successful in fundraising so they are also buying a VCR for the library that can be used by literacy students who

want to view the literacy videotapes but don't have their own VCR.

Sulphur Springs Valley: The Sulphur Springs Valley group started with a huge need because it is an agricultural area with many Hispanic farm workers, but only a few tutors, so they developed their own system for coping with this situation. They taught classes twice a week at the meeting hall at the Catholic Church with 5 tutors and about 20 students. This worked fairly well and several students were able to pass the Amnesty and citizenship tests after the education they received from the classes. The first coordinator left the program in the spring and a new coordinator was hired. She tried to streamline the organization and develop a record keeping system. A couple of the tutors turned extremely hostile and some very ugly infighting occurred. It resulted in the coordinator quitting and the people opposing the coordinator quitting and everyone else being very discouraged. This happened in the summer of 1989 and we began showing the Opportunity USA videotapes to the students instead of tutoring. The students liked the videotapes. The 3 remaining tutors and Colleen Crowlie from the County Library District decided to ask Cochise College to offer a class in ESL after Christmas. We were successful in getting enough students

registered and an ESL class is now being held at Elfrida High School in Sulphur Springs. The videotapes are being loaned to students with VCR's. Several of the tutors are still working with students in their homes.

e) Working with Cochise College to devise an evaluation process that would place a student in a program best suited for his/her needs.

The evaluation of students was developed by Rocky Graciano and Gwynn Recker after consulting with the ESL teachers at Cochise College. The coordinators were given the evaluation forms at the June meeting.

f) Purchasing materials.

The six coordinators worked with members of the literacy councils in selecting materials for their communities.

525 books. These books were skill books, low level readers, history, government, geography, math, basic life skills, citizenship, dictionaries, and tutor manuals. The books were chosen by the local literacy councils and are available at the libraries in Sierra Vista, Douglas, Bisbee, Sunizona, and Willcox.

4 sets of Opportunity USA Videotapes. Each set has 30 tapes with 60 lessons developed to help ESL/Amnesty students, produced by the Los Angeles Mayor's office.

1 Laubach Way to Reading and Laubach Way to English Training Video. This is available to everyone in the county for tutor training.

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15 Videotapes on studying for the GED, math skills, sightwords, language development, encouraging volunteers.

g) Publishing a bi-monthly newsletter with contributions from each literacy council and coordinator.

Two newsletters were published and sent out. No other newsletters were published because we diverted our energies into working with Cochise College to make a Directory of all the literacy organizations in Cochise County. We felt this project would be more useful than the newsletter. Gloria Wallin, a Huachuca Area Alliance volunteer, compiled the material with the help of coordinators and Cochise College staff. The Directory was a cooperative effort that helped us link our programs with the other literacy providers in the county. We felt that the Directory gave us a much wider contact group than the newsletter.

Objective 3: The local public libraries will assist the literacy efforts by:

a) Making available core collections of high interest and low level books and materials.

The local libraries in Benson, Bisbee, Sierra Vista, Douglas, Naco, Sunizona, and Willcox are all cooperating with the literacy programs by housing literacy materials purchased with grant monies in their libraries.

b) Serving as a contact point for tutors, students, and coordinators.

The libraries in Benson, Bisbee, Sierra Vista, Douglas, Naco,

Sunizona, and Willcox all serve as contact points for the local literacy programs.

c) Publicizing the programs.
The coordinators provided the local libraries with posters and flyers about tutor trainings and for student recruitment, which the libraries all displayed. The librarians also keep the board members and Friends groups informed about the literacy program.

Objective 4: Cochise County Library District will furnish the local public libraries with literacy materials.

a) Purchase and catalog high interest/low vocabulary and bi-lingual books.
Five hundred dollars worth of literacy materials were purchased and cataloged by the Cochise County Library District for each of the literacy programs. The materials are available at the local libraries.

b) Purchase cassette tapes for learning English.
The Cochise County Library purchased cassettes for learning English.

Objective 5: Computer assisted literacy training will be available in Bisbee and Douglas at Private Industry Council Skills Centers.
This was addressed in the beginning of this report. (See Attachment A.)

EVALUATION

1. According to the grant evaluation criteria, the grant would be considered successful if 80 tutors trained and worked with students.

93 tutors were trained and 84 students were being tutored at the end of the grant period, so the grant was successful.

2. Monitor the total number of volunteers and volunteer hours involved in the project.

The coordinators were asked to monitor the number of volunteers and volunteer hours involved in the project. The final reports by the coordinators showed that there were 215 volunteers involved who gave 4,965 hours worth of volunteer time for literacy.

3. Tutors will evaluate the training workshop and the training will be considered successful if 90% of the tutors rate training as helpful.

In accordance with Laubach policy, trainees were requested to complete evaluation forms at the end of all workshops. Those trainees that completed the workshops rated them very helpful.

4. Students will evaluate the program after 3 months of tutoring.

Student evaluations were very complimentary of the teaching techniques. Students especially liked the one on one tutoring which meant the teacher could pace the work according to their needs. Most of the students who dropped out of the program did so because of transportation problems, job changes, family

problems or because they had achieved their literacy goal. The dropout rate in all the communities was high - but the students did not list the teaching techniques as the reason for their leaving.

5. Each literacy council will evaluate the project at the end of the grant period based on the goals and objectives they set for their community.

EVALUATION FORM COMPLETED BY LITERACY COUNCILS:

"As part of the Title LSCA VI Library Literacy Program grant received by the Cochise County Library, an evaluation of the project is required by each community literacy board/council.

Based on the goals and objectives of your organization, please rate your community literacy program for the period October 1988 through October 1989, using the following scale:"

1 - Inadequate
2 - Adequate
3 - Reasonably Effective
4 - Very Effective

	Benson	Bisbee	Douglas	HAAL	SS*	Willcox
1. Tutor training workshops	3	3.2	3.8	3.8	2.7	4
2. Program publicity	3.6	3	3.4	3.1	2.7	2
3. Community relations	3.5	3	3.4	3.1	2.7	2
4. Student-tutor placement	3.6	2.8	3.4	3.1	2	1
5. Student recruitment	3	3	3.5	3.1	3.3	1
6. Tutor recruitment	3.6	3	3.1	3	2	1
7. Tutor support	3.5	3	3.3	3	2	1
8. Planning	2.3	2.8	3.8	3.3	1.5	1
9. Overall performance of Program Coordinator(s)	3.6	3	3.2	3.7	3.3	2

*Sulphur Springs Valley

6. The local libraries will monitor the circulation of high interest low vocabulary materials. These statistics will be compared annually.

The literacy materials were processed and sent to the local libraries in the fall of 1989. Circulation statistics will be analyzed in the fall of 1990 after one year in the libraries.

7. The Private Industry Council will monitor the use of computer software programs.

Due to a change in the grant as explained earlier, this was not done. See Attachment A.

EVALUATION -II

The Coordinators will:

1. Evaluate the public awareness program through a question on all surveys asking how they learned about the literacy project. The ratio of patrons who learned of the program through radio announcements, print media or word of mouth will be compared.

This was not done. The coordinators were so busy keeping track of students, tutors, board members, and community contacts that this question slipped away unanswered. All of the above methods were used by each council to make the community aware of the project.

2. The coordinators will keep records on why tutors or students drop out of the program, which will be compiled for the final report and examined by the literacy boards to see if modifications are needed in the program.

Percentage of persons trained who did not become active tutors:
37% never started

12% with other programs

Reasons why tutors left the program:
Of the tutors in 1989 who had students and quit:
26% moved
26% student dropped program
20% too busy
*13% joined other literacy programs
6% died
6% student moved
*We did training for several church programs

Reason students left the program:
Of the students that had been assigned a tutor:
25% unknown
20% tutor moved
20% failed to come to class
16% met goal
12% moved
20% illness
2% too busy

3. A written evaluation of project will be submitted by the literacy coordinator.
The coordinators all submitted final reports which are the basis of this final report.

4. Cochise County Library District will evaluate the coordinators every four months with their community literacy council, basing the evaluation on the coordinator's performance objectives designed in the community plan which was written in the summer of 1987 and will be updated annually.
See the summary of the final evaluation of coordinators on page 15.

ATTACHMENT A

COCHISE PRIVATE INDUSTRY COUNCIL, INC.
JOB TRAINING PARTNERSHIP ADMINISTRATION
26 MAIN STREET P.O. BOX V
BISBEE, ARIZONA 85603
(602) 432-2277

July 25, 1988

Donna Gaab
Cochise County Library District
Drawer AK
Bisbee, AZ 85603

Dear Ms. Gaab,

After reviewing the application, #AZ 87-10-0793, Volunteers for Literacy, the Cochise Private Industry Council, Inc., no longer has the ability to use computer software in an ESL or literacy mode. Our 1988-89 contracts are of a different nature than in the past.

It would now seem more logical for you to utilize the special funding in this grant for the ESL and literacy software within your own operation for the literacy students.

If I can be of further help, please contact me.

Sincerely,

Jack D. Brown
Executive Director

JDB:kfl